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ABSTRACT

This report reviews the activities of the Administration, the Congress, and the Council in response to the learning needs of adults and community groups, and to the developmental needs of postsecondary institutions. The report focuses on activities and/or legislation surrounding five major issues: (1) removal of arbitrary barriers to participation in continuing education, (2) encouragement to institutions of higher education to offer activities and services appropriate to the special needs of adults, (3) improvement of the capability of colleges and universities to meet their public service responsibilities, (4) stimulation of more effective and widespread use of existing public and private learning resources for the solution of community problems and for the development of new learning opportunities for adults not adequately served by existing programs, and (5) development of a coherent federal role in support of community service and continuing education as an alternative to the "Ad Hoc" decision making which has created discrete and often overlapping federal programs. (CSS)

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1978 ANNUAL REPORT

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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JUNE 30, 1978

2 NACECE

THE NATIONAL ADVISORY COUNCIL
ON
EXTENSION AND CONTINUING EDUCATION
425 THIRTEENTH STREET, N.W., SUITE 529
WASHINGTON, D. C. 20004

June 30, 1978

Dear Mr. President:

I am privileged to transmit to you, on behalf of my colleagues, the twelfth annual report of the National Advisory Council on Extension and Continuing Education.

This report reviews the activities of the Administration, the Congress, and the Council in response to the learning needs of adults and community groups, and to the developmental needs of postsecondary institutions. In a study nearing completion, the Council is analyzing Federal efforts to improve and expand the continuing education and community service activities of institutions of higher education. The study is designed to identify inequities in the services available to adult learners and to public and private agencies. The results of this study and the Council's recommendations for legislative, regulatory, and administrative action will be sent to you in a special report later in the year.

The Council welcomes the opportunity to assist the Administration and the Congress in improving the quality of life in our society by making the resources of educational institutions more accessible and responsive to individual and community needs.

Respectfully submitted,

Daniel E. Marvin

Daniel E. Marvin, Jr.
Chair

The President
The White House
Washington, D. C.

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COUNCIL MANDATE

THE NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION SHALL -

. ADVISE THE COMMISSIONER IN THE PREPARATION OF GENERAL REGULATIONS AND WITH RESPECT TO POLICY MATTERS ARISING IN THE ADMINISTRATION OF TITLE I-A, INCLUDING POLICIES AND PROCEDURES GOVERNING THE APPROVAL OF STATE PLANS UNDER SECTION 105(B), AND POLICIES TO ELIMINATE DUPLICATION AND TO EFFECTUATE THE COORDINATION OF PROGRAMS UNDER THIS PART AND OTHER PROGRAMS OFFERING EXTENSION OR CONTINUING EDUCATION ACTIVITIES AND SERVICES.

. REVIEW THE ADMINISTRATION AND EFFECTIVENESS OF ALL FEDERALLY SUPPORTED EXTENSION AND CONTINUING EDUCATION PROGRAMS, INCLUDING COMMUNITY SERVICE PROGRAMS, MAKE RECOMMENDATIONS WITH RESPECT THERETO, AND MAKE ANNUAL REPORTS, COMMENCING ON MARCH 31, 1967, OF ITS FINDINGS AND RECOMMENDATIONS (INCLUDING RECOMMENDATIONS FOR CHANGES IN THE PROVISIONS OF THIS PART AND OTHER FEDERAL LAWS RELATING TO EXTENSION AND CONTINUING EDUCATION ACTIVITIES) TO THE SECRETARY AND TO THE PRESIDENT. THE PRESIDENT SHALL TRANSMIT EACH SUCH REPORT TO THE CONGRESS TOGETHER WITH HIS COMMENTS AND RECOMMENDATIONS.

TITLE I, SEC. 109, HIGHER EDUCATION ACT, P.L. 89-329, ENACTED NOV. 8, 1965; AMENDED OCT. 12, 1976, P.L. 94-482, TITLE I, PART A.

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ADMINISTRATIVE OFFICER

DORI POTTER BYRON
SECRETARY

OLIVIA FLEMING
SECRETARY

*RESIGNED APRIL 1978.

COUNCIL MEETINGS, CALENDAR YEAR 1977

JANUARY 9-12	COUNCIL MEETING AND CONFERENCE ON CONTINUING EDUCATION, MANPOWER POLICY, AND LIFELONG LEARNING. LEESBURG, VIRGINIA
JANUARY 31	EXECUTIVE COMMITTEE WASHINGTON, D. C.
APRIL 6-7	HOUSTON, TEXAS
JUNE 1	CONTINUING EDUCATION POLICY COMMITTEE WASHINGTON, D. C.
JUNE 13-15	LOS ANGELES, CALIFORNIA
JULY 29	EXECUTIVE COMMITTEE CHICAGO, ILLINOIS
SEPTEMBER 14-16	WASHINGTON, D. C.
OCTOBER 17-19	TITLE I COMMITTEE LAS VEGAS, NEVADA
DECEMBER 14-16	COUNCIL MEETING AND PUBLIC HEARING ON NEEDS OF ADULT LEARNERS AND POSTSECONDARY INSTITUTIONS. SAN ANTONIO, TEXAS

1 ISSUES OF CONCERN

FOR THE PAST TWELVE YEARS, THE COUNCIL HAS RESPONDED TO ITS MANDATE BY DIRECTING ITS EFFORTS TO SUPPORT FEDERAL POLICIES AND PROGRAMS WHICH WOULD --

- REMOVE ARBITRARY BARRIERS TO PARTICIPATION IN CONTINUING EDUCATION;
- ENCOURAGE INSTITUTIONS OF HIGHER EDUCATION TO OFFER ACTIVITIES AND SERVICES APPROPRIATE TO THE SPECIAL NEEDS OF ADULTS;
- IMPROVE THE CAPABILITY OF COLLEGES AND UNIVERSITIES TO MEET THEIR PUBLIC SERVICE RESPONSIBILITIES;
- STIMULATE MORE EFFECTIVE AND WIDESPREAD USE OF EXISTING PUBLIC AND PRIVATE LEARNING RESOURCES FOR THE SOLUTION OF COMMUNITY PROBLEMS AND FOR THE DEVELOPMENT OF NEW LEARNING OPPORTUNITIES FOR ADULTS NOT ADEQUATELY SERVED BY EXISTING PROGRAMS;
- DEVELOP A COHERENT FEDERAL ROLE IN SUPPORT OF COMMUNITY SERVICE AND CONTINUING EDUCATION AS AN ALTERNATIVE TO THE AD HOC DECISIONMAKING WHICH HAS CREATED HUNDREDS OF DISCRETE AND OFTEN OVERLAPPING FEDERAL PROGRAMS.

THE ACCOMPLISHMENT OF THESE GOALS CONTINUES TO BE OF HIGHEST PRIORITY. THIS ANNUAL REPORT REVIEWS ACTIVITIES UNDERTAKEN DURING 1977 WHICH ADDRESS, OR HAVE POTENTIAL FOR ADDRESSING, THESE NATIONAL CONCERNS. IT HIGHLIGHTS THE RESPONSES OF CONGRESS, THE ADMINISTRATION, AND THE COUNCIL TO THE LEARNING NEEDS OF ADULTS AND THE DEVELOPMENTAL NEEDS OF POST-SECONDARY INSTITUTIONS.

IN A STUDY NEARING COMPLETION, THE COUNCIL IS ANALYZING FEDERAL SUPPORT FOR COLLEGIATE-SECTOR CONTINUING EDUCATION AND COMMUNITY SERVICE PROGRAMS. THE RESULTS OF THIS ASSESSMENT AND THE COUNCIL'S RECOMMENDATIONS FOR LEGISLATIVE, REGULATORY, AND ADMINISTRATIVE ACTION TO ELIMINATE INEQUITIES AND TO EXPAND AND IMPROVE THE EDUCATIONAL SERVICES AVAILABLE TO ADULT LEARNERS AND TO COMMUNITY GROUPS AND AGENCIES, WILL BE PUBLISHED IN A SPECIAL REPORT TO THE PRESIDENT.

2 REMOVING PARTICIPATION BARRIERS

Financial

THE FEDERAL STUDENT AID PROGRAMS AUTHORIZED BY THE HIGHER EDUCATION ACT ARE DESIGNED TO EQUALIZE ACCESS TO HIGHER EDUCATION BY MAKING FINANCIAL ASSISTANCE AVAILABLE TO LEARNERS WITH LOW AND MODERATE INCOMES. IN FISCAL YEAR 1977, THESE PROGRAMS RECEIVED SEVENTY PERCENT OF THE FEDERAL OUTLAYS FOR POSTSECONDARY EDUCATION. HOWEVER, ADULT LEARNERS, ESPECIALLY THOSE WHO ARE PART-TIME STUDENTS, ARE EITHER INELIGIBLE FOR THIS ASSISTANCE OR FACE DISCRIMINATION IN THE DISTRIBUTION OF BENEFITS BY INSTITUTIONAL POLICIES WHICH FAVOR THE FULL-TIME STUDENT. AT PRESENT, THE PRIMARY BENEFICIARIES OF THIS AID ARE LEARNERS WHO STUDY FULL-TIME IN CAMPUS-BASED CREDIT AND DEGREE PROGRAMS.

THE CONGRESS

DURING 1977 STUDENT AID BILLS WERE INTRODUCED* WHICH WOULD AMEND FEDERAL ASSISTANCE PROGRAMS MAKING IT POSSIBLE FOR SOME ADULT LEARNERS TO QUALIFY:

- MIDDLE INCOME STUDENT ASSISTANCE, H.R. 11274,* AS REPORTED OUT OF THE HOUSE EDUCATION AND LABOR COMMITTEE IN MARCH 1978, WOULD PROVIDE FOR CHANGES IN THE FIVE STUDENT AID PROGRAMS AUTHORIZED BY THE HIGHER EDUCATION ACT: BASIC EDUCATION OPPORTUNITY GRANTS (BEOG), COLLEGE WORK-STUDY, GUARANTEED STUDENT LOANS, SUPPLEMENTAL EDUCATION OPPORTUNITY GRANTS, AND STATE STUDENT INCENTIVE GRANTS.

  ONE PROVISION OF H.R. 11274, WOULD AMEND THE ELIGIBILITY CRITERIA FOR BEOG ASSISTANCE. THE BILL WOULD REQUIRE THAT THE ASSETS OF INDEPENDENT STUDENTS, AND THE CALCULATION OF THEIR EXPECTED CONTRIBUTIONS, BE TREATED THE SAME AS THOSE OF FAMILIES WITH DEPENDENT STUDENTS. THIS PROVISION WOULD MAKE THE BEOG PROGRAM MORE APPLICABLE TO ADULT LEARNERS. SENATE BILL S. 2539 (COLLEGE OPPORTUNITY ACT),* AND A MIDDLE INCOME BILL REPORTED BY THE HOUSE POSTSECONDARY EDUCATION SUBCOMMITEE (H.R. 10854),* HOWEVER, DO NOT SPECIFY EQUAL TREATMENT OF INDEPENDENT STUDENTS.

*AN ASTERISK INDICATES THOSE BILLS AWAITING FLOOR ACTION OR UNDER CONSIDERATION BY CONGRESSIONAL COMMITTEES AS OF MAY 1978. LAWS ENACTED PRIOR TO OR DURING CALENDAR YEAR 1977 ARE REFERRED TO BY NAME AND PUBLIC LAW NUMBER.

Financial

THE PROVISION IN EXISTING LEGISLATION, WHICH LIMITS ELIGIBILITY TO STUDENTS WHO ARE ENROLLED AT LEAST HALF-TIME IN CERTIFICATE OR DEGREE PROGRAMS, IS RETAINED IN ALL THE STUDENT ASSISTANCE BILLS INTRODUCED DURING THE YEAR.

- TUITION TAX CREDIT RELIEF (H.F. 3946),* AS REPORTED OUT BY THE SENATE FINANCE COMMITTEE, WOULD APPLY TO PART-TIME STUDENTS AFTER AUGUST 1, 1981. H.R. 3946 WOULD AUTHORIZE TAX CREDIT FOR 50 PER CENT OF THE AMOUNT A STUDENT PAID FOR TUITION AND FEES, ESTABLISHING A MAXIMUM ANNUAL TUITION DEDUCTION OF $500. NEITHER THE BILL NOR THE COMMITTEE REPORT REQUIRES THAT A SPECIFIC NUMBER OF CREDITS BE TAKEN AS A CONDITION OF ELIGIBILITY. IN FACT, AS PRESENTLY DRAFTED, THE BILL WOULD GIVE TAX RELIEF FOR TUITION PAID FOR NON-CREDIT ACTIVITIES PROVIDED THAT THEY ARE NOT SOLELY RECREATIONAL.

- EMPLOYERS EDUCATION ASSISTANCE. MOST LARGE CORPORATIONS AND MANY SMALLER ORGANIZATIONS PROVIDE TUITION ASSISTANCE FOR EMPLOYEE TRAINING AND EDUCATION PROGRAMS. THESE PAYMENTS ARE NOT TAXED AS INCOME TO THE EMPLOYEE IF THE EDUCATION IS DIRECTLY RELATED TO THE EMPLOYEE'S JOB. HOWEVER, THERE IS CONSIDERABLE VARIATION AMONG EMPLOYERS IN THEIR INTERPRETATION OF WHICH ACTIVITIES ARE JOB-RELATED, AS WELL AS DIFFERENCES IN THE ENFORCEMENT POLICIES OF THE INTERNAL REVENUE SERVICE. FURTHERMORE, IF AN EMPLOYEE WERE TO USE THE TUITION BENEFIT TO ACQUIRE SKILLS TO QUALIFY FOR A NEW POSITION, THE SUPPORT WOULD BE TREATED AS INCOME AND SUBJECT TO TAXATION.

*SEE NOTE ON PAGE 8.

Financial

H.R. 11509 AND S. 2388** WOULD ADDRESS THESE PROBLEMS BY EXCLUDING FROM THE TAXABLE INCOME OF EMPLOYEES ANY PAYMENTS BY EMPLOYERS FOR TUITION, FEES, BOOKS, AND SUPPLIES. THE ACT WOULD ELIMINATE THE DISTINCTION BETWEEN JOB-RELATED AND OTHER EDUCATION AND TRAINING ACTIVITIES, WHICH DISCOURAGES THE USE OF EMPLOYER TUITION ASSISTANCE GRANTS FOR PERSONAL ENRICHMENT AND JOB ADVANCEMENT PURPOSES.

THE ADMINISTRATION

PRESIDENT CARTER REQUESTED THAT CONGRESS APPROPRIATE $1.21 BILLION IN FY 1979 TO EXPAND EXISTING GRANT AND LOAN PROGRAMS IN ORDER TO PROVIDE ASSISTANCE TO MIDDLE INCOME STUDENTS. THE MAJOR FEATURES OF THE PRESIDENT'S PROPOSAL ARE INCORPORATED INTO THE HOUSE AND SENATE VERSIONS OF THE COLLEGE OPPORTUNITY ACT (S. 2539 AND H.R. 10854). AS PRESENTLY DRAFTED, THIS LEGISLATION WOULD RETAIN THE PROVISIONS IN PRESENT LAW WHICH PERMIT DIFFERENTIAL TREATMENT OF DEPENDENT AND INDEPENDENT STUDENTS IN THE CALCULATION OF FAMILY ASSETS.

AT THE SENATE HEARING ON TUITION TAX CREDIT LEGISLATION, THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE OFFERED THE FOLLOWING REASONS FOR THE ADMINISTRATION'S OPPOSITION TO SUCH LEGISLATION: TAX CREDITS WOULD FRAGMENT EDUCATIONAL POLICY; THEY WOULD NOT MAKE FUNDS AVAILABLE TO LEARNERS WHEN TUITION PAYMENTS ARE MADE; THEY PROVIDE AID REGARDLESS OF NEED; AND THEY WOULD CREATE AN "INFLATIONARY AND UNCONTROLLABLE REVENUE DRAIN ON THE U. S. TREASURY."

THE COUNCIL

THE COUNCIL'S FORTHCOMING SPECIAL REPORT WILL CONTAIN AN ANALYSIS OF THE POTENTIAL IMPACT OF VARIOUS STUDENT ASSISTANCE STRATEGIES ON FINANCIAL BARRIERS TO PARTICIPATION IN CONTINUING EDUCATION.

**SEE NOTE ON PAGE 8.

2 REMOVING PARTICIPATION BARRIERS

Informational

INADEQUATE INFORMATION IS AMONG THE MOST PERVASIVE BARRIERS TO PARTICIPATION IN CONTINUING EDUCATION. POTENTIAL LEARNERS ARE OFTEN UNAWARE OF THE AVAILABILITY OF LEARNING OPPORTUNITIES. MANY ADULTS DO NOT KNOW WHERE TO GET INFORMATION ABOUT THE REQUIREMENTS FOR ADMISSION TO EDUCATIONAL AND TRAINING ACTIVITIES, THE ELIGIBILITY REQUIREMENTS AND PROCEDURES FOR OBTAINING FINANCIAL ASSISTANCE, THE LEVEL OF EFFORT REQUIRED TO BE SUCCESSFUL IN COMPLETING PROGRAMS OF INTEREST TO THEM, AND THE RELATIONSHIP BETWEEN PROGRAM REQUIREMENTS AND COSTS, PROBABLE BENEFITS, AND THEIR OWN ABILITIES, INTERESTS, AND GOALS.

THE CONGRESS

- EDUCATION INFORMATION CENTERS (EIC). FEDERAL SUPPORT TO STATES FOR PLANNING AND ADMINISTERING EDUCATION INFORMATION CENTERS WAS AUTHORIZED BY THE EDUCATION AMENDMENTS OF 1976 (TITLE IV-A, SUBPART 5). IN 1977, CONGRESS APPROPRIATED $2 MILLION TO LAUNCH THE PROGRAM. AT THIS LEVEL OF FUNDING, IF 50 STATES WERE TO SUBMIT ACCEPTABLE STATE PLANS FOR EIC'S DURING FY 1978, EACH WOULD RECEIVE APPROXIMATELY $35,000, AN AMOUNT WHICH IS LESS THAN THE $50,000 MINIMUM AUTHORIZED BY THE LEGISLATION.

THE ADMINISTRATION

THE USOE DIVISION OF STUDENT SERVICES AND VETERANS PROGRAMS WAS ASSIGNED RESPONSIBILITY FOR ADMINISTERING THE EIC'S. PROPOSED REGULATIONS FOR THE PROGRAM WERE ISSUED IN JANUARY 1978. BEFORE FINAL REGULATIONS WERE PUBLISHED, 40 STATES HAD NOTIFIED THE OFFICE OF EDUCATION OF THEIR INTENT TO SUBMIT THE STATE PLAN REQUIRED FOR PARTICIPATION IN THE PROGRAM.

THERE ARE NO FUNDS FOR EDUCATION INFORMATION CENTERS IN PRESIDENT CARTER'S BUDGET FOR 1979 - "SINCE OTHER PROGRAMS, SUCH AS SPECIAL PROGRAMS FOR THE DISADVANTAGED AND THE CAMPUS-BASED STUDENT ASSISTANCE PROGRAMS, OFFER THESE SAME SERVICES."

IN 1977, THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION MADE 20 GRANTS TO ESTABLISH OR EXPAND INFORMATION, COUNSELING, AND REFERRAL SERVICES FOR ADULT LEARNERS. THIS PROGRAM AND THE BROAD SCOPE OF INFORMATION AND SERVICES PROVIDED BY THE FEDERAL-STATE EMPLOYMENT SERVICES DEMONSTRATE AWARENESS OF THE SOCIAL AND PERSONAL COSTS OF INADEQUATE OR UNAVAILABLE INFORMATION.

2 REMOVING PARTICIPATION BARRIERS

Physical

- H.R. 12467 WAS DRAFTED TO AMEND THE REHABILITATION ACT OF 1973, SECTION 504. IF ENACTED, IT WOULD AUTHORIZE THE SECRETARY OF HEW TO PROVIDE FINANCIAL AND TECHNICAL ASSISTANCE TO INSTITUTIONS FOR REMOVING ARCHITECTURAL, TRANSPORTATION, AND COMMUNICATION BARRIERS.

  THE HOUSE LABOR HEW APPROPRIATIONS SUBCOMMITTEE REPORT ON THE FY 1979 BUDGET DIRECTED HEW TO DEVELOP ESTIMATES OF THE COSTS INVOLVED IN REMOVING ARCHITECTURAL BARRIERS FOR THE HANDICAPPED IN FEDERALLY ASSISTED PROGRAMS AND TO REPORT BY THE END OF THIS YEAR "IN TIME FOR CONSIDERATION IN A SUPPLEMENTAL APPROPRIATION BILL." THE SENATE HUMAN RESOURCES COMMITTEE'S BILL (S. 2600) PROVIDES AID FOR INTERPRETER SERVICES FOR THE DEAF AND READER SERVICES FOR THE BLIND BUT DOES NOT AUTHORIZE FUNDS FOR REMOVING ARCHITECTURAL BARRIERS TO THE HANDICAPPED.

THE ADMINISTRATION

THE ADMINISTRATION REQUESTED $50 MILLION FOR CONSTRUCTION GRANTS IN ITS FY 1979 BUDGET TO ASSIST COLLEGES IN MAKING PROGRAMS AND SERVICES ACCESSIBLE TO THE HANDICAPPED.

THE COUNCIL

IN DECEMBER 1977, THE COUNCIL CONDUCTED THE FIRST OF A SERIES OF PUBLIC HEARINGS.* STATE AND LOCAL GOVERNMENT LEADERS AND REPRESENTATIVES OF ORGANIZED LABOR, BUSINESS, AND COMMUNITY GROUPS WERE INVITED TO DESCRIBE THE CONTINUING EDUCATION ACTIVITIES AND SERVICES WHICH ARE UNAVAILABLE IN THEIR COMMUNITIES AND TO PRESENT THEIR VIEWS ABOUT AN APPROPRIATE FEDERAL ROLE IN BRINGING THE RESOURCES OF POSTSECONDARY EDUCATION INSTITUTIONS TO THOSE WHO ARE INADEQUATELY SERVED. SEVERAL SPEAKERS DESCRIBED THE PROBLEMS WHICH PREVENT OR RESTRICT DISABLED ADULTS FROM CONTINUING THEIR EDUCATION. THE COUNCIL'S SPECIAL REPORT TO THE PRESIDENT WILL SUMMARIZE THE TESTIMONY PRESENTED.

*IN SAN ANTONIO, TEXAS. TO DATE, SIMILAR SESSIONS WERE HELD IN ST. LOUIS (APRIL 1978) AND IN SEATTLE (JUNE 1978).

3 IMPROVING LEARNER SERVICES

Institutional Development

IN 1976, THE CHAIRMAN OF THE HOUSE SUBCOMMITTEE ON POST-SECONDARY EDUCATION URGED HIS COLLEAGUES TO AMEND THE HIGHER EDUCATION ACT TO STIMULATE THE DEVELOPMENT AND EXPANSION OF THE CONTINUING EDUCATION PROGRAMS AND SERVICES OF COLLEGES AND UNIVERSITIES, RECOGNIZING THAT -

> *one of the most important postsecondary educational phenomena of this decade has been the mushrooming of the so-called "nontraditional student" at our colleges. I refer to students who are not in the 18 to 24 year-old traditional college-age group, who are not necessarily degree-oriented, and who are not interested in adjusting their schedules and their lives to the customs of the campus. These students are rapidly becoming the majority of college and university enrollees, and yet our Federal laws and policies are aimed at the proposition that they are a tiny handful of anomalies in a student population otherwise identical with the movie scenario campuses of the 1930's.*
>
> *S. 2657, Education Amendments of 1976, faces squarely up to the fact that the "traditional college student" of the 1930's is no longer traditional. We have amended title I to recognize the importance of adjusting community service, continuing education and resources materials sharing programs, to meet the needs of the nontraditional student, and to initiate a new focus on the concept of lifelong learning, directing the Assistant Secretary for Education to carry out a program of planning, assessing, and coordinating projects relating to lifelong learning. We have also rewritten much of title X, the title dealing with community colleges, in order to focus this hitherto unfunded title more sharply on the efforts community colleges can make to meet the needs of nontraditional students.*

3 IMPROVING LEARNER SERVICES

Institutional Development

- COMMUNITY SERVICE AND CONTINUING EDUCATION, TITLE I-A, HEA. THIS IS THE ONLY FEDERAL PROGRAM SPECIFICALLY DESIGNED TO PROVIDE BROAD POLICY AND PROGRAM SUPPORT FOR CONTINUING EDUCATION. TITLE I-A AUTHORIZES FUNDS TO ENABLE COLLEGES AND UNIVERSITIES TO DEVELOP AND DELIVER LEARNING ACTIVITIES TO ADULTS WHO ARE NOT ADEQUATELY SERVED BY EDUCATIONAL OFFERINGS IN THEIR COMMUNITIES. IN FY 1978 $18 MILLION WAS APPROPRIATED FOR THIS PROGRAM, AN INCREASE OF 27 PERCENT ABOVE THE FY 1977 LEVEL.

- COMMUNITY COLLEGE EXPANSION (TITLE X, HEA) AUTHORIZES SUPPORT TO ESTABLISH, EXPAND, AND MODIFY EDUCATION PROGRAMS OF COMMUNITY COLLEGES TO ENABLE THESE INSTITUTIONS TO DELIVER SERVICES TO ADULTS WHOSE EDUCATIONAL NEEDS HAVE BEEN SERVED INADEQUATELY, ESPECIALLY THE HANDICAPPED, OLDER PERSONS, LEARNERS WHO CAN ATTEND ONLY PART-TIME, AND THOSE WHO OTHERWISE WOULD BE UNLIKELY TO CONTINUE THEIR EDUCATION BEYOND HIGH SCHOOL. IN 1976, TITLE X WAS AMENDED TO INCLUDE SUPPORT FOR FOUR-YEAR COLLEGIATE INSTITUTIONS. FUNDS HAVE NEVER BEEN APPROPRIATED DESPITE STATUTORY RECOGNITION OF THE EXISTENCE OF "SUCH BARRIERS TO STUDENT ACCESS AS INFLEXIBLE COURSE SCHEDULES, LOCATION OF INSTRUCTIONAL PROGRAMS, AND INADEQUATE TRANSPORTATION."

- A COMMUNITY SCHOOLS AND COMPREHENSIVE COMMUNITY EDUCATION ACT (S. 2711) WAS INTRODUCED IN THE SENATE HUMAN RESOURCES COMMITTEE.* THIS LEGISLATION WOULD AUTHORIZE GRANTS TO IMRPOVE AND EXPAND THE EDUCATION PROGRAMS OF COMMUNITY SCHOOLS AND COLLEGES TO ENABLE THESE INSTITUTIONS TO PROVIDE HEALTH, CHILD DEVELOPMENT, RECREATION, AND CULTURAL SERVICES IN CONNECTION WITH THEIR EDUCATIONAL PROGRAMS.

*SEE NOTE ON PAGE 8.

3 IMPROVING LEARNER SERVICES

Institutional Development

- SMALL BUSINESS DEVELOPMENT CENTERS (H.R. 1145 AND S. 972)⁂ WOULD AUTHORIZE THE SMALL BUSINESS ADMINISTRATION TO MAKE GRANTS TO COLLEGES AND UNIVERSITIES TO ESTABLISH CENTERS TO PROVIDE ADVICE, TECHNICAL INFORMATION, AND OTHER EXTENSION ACTIVITIES TO MANAGERS AND EMPLOYEES OF SMALL BUSINESSES.

THE ADMINISTRATION

IN FEBRUARY 1977, WHEN PRESIDENT CARTER REQUESTED $12 MILLION FOR THE COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAM (TITLE I-A, HEA), IT WAS THE FIRST TIME IN SIX YEARS THAT AN ADMINISTRATION BUDGET REQUESTED FUNDS FOR THIS PROGRAM. PRESIDENT CARTER'S BUDGET FOR FY 1979, HOWEVER, ADOPTED THE VIEWS OF PREVIOUS ADMINISTRATIONS. THE FY 1979 EXECUTIVE BUDGET REQUEST DESCRIBED THE FUNCTIONS OF THE TITLE I-A PROGRAM AS THE RESPONSIBILITY OF THE STATES AND THEREFORE CONSIDERED THEM INAPPROPRIATE ACTIVITIES FOR FEDERAL SUPPORT.

THE COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAM IS ADMINISTERED AT THREE LEVELS: FEDERAL, STATE, AND INSTITUTIONAL. THE U. S. OFFICE OF EDUCATION DEVELOPS REGULATIONS FOR STATE PLANS AND ANNUAL AMENDMENTS, REVIEWS AND APPROVES THE PLANS SUBMITTED, AND IS AUTHORIZED TO PROVIDE TECHNICAL ASSISTANCE AND INFORMATION SERVICES TO STATES AND INSTITUTIONS.

THE COMMISSIONER OF EDUCATION ALSO MAKES GRANTS TO INSTITUTIONS OF HIGHER EDUCATION "TO ASSIST THEM IN CARRYING OUT SPECIAL PROGRAMS AND PROJECTS . . . DESIGNED TO SEEK SOLUTIONS TO NATIONAL AND REGIONAL PROBLEMS RELATING TO TECHNOLOGICAL AND SOCIAL CHANGES AND ENVIRONMENTAL POLLUTION." THE FORTHCOMING SPECIAL REPORT TO THE PRESIDENT WILL CONTAIN DETAILED INFORMATION ABOUT THE ACCOMPLISHMENTS OF TITLE I-A AND AN ANALYSIS OF THE STRUCTURES AND PROCEDURES USED TO ADMINISTER THE PROGRAM.

THE REGULATIONS FOR THE TITLE I-A STATE GRANT PROGRAM WERE INITIALLY SCHEDULED FOR PUBLICATION IN JUNE 1977. THE PROPOSED RULES APPEARED IN THE FEDERAL REGISTER IN NOVEMBER 1977. THE COMMISSIONER OF EDUCATION IS EXPECTED TO RELEASE FINAL RULES IN JUNE 1978.

⁂SEE NOTE ON PAGE 8.

3 IMPROVING LEARNER SERVICES

Institutional Development

DURING 1977 THE U. S. OFFICE OF EDUCATION DRAFTED NEW PRIORITIES FOR THE FUNDING OF TITLE I-A SPECIAL PROJECTS. SIX PRIORITY AREAS WERE ESTABLISHED:

- EXPERIMENTATION WITH PROGRAMS OF CONTINUING EDUCATION DIRECTED TO THE PROBLEMS OF REGIONAL OR NATIONAL WATER OR ENERGY CONSERVATION, LAND USE PLANNING, AND/OR ENVIRONMENTAL POLLUTION;

- DEMONSTRATIONS OF EFFECTIVE LINKAGES BETWEEN INSTITUTIONS OF HIGHER EDUCATION AND MANAGEMENT AND/OR ORGANIZED LABOR IN DEVELOPING INNOVATIVE CONTINUING EDUCATION PROGRAMS TO RETRAIN WORKERS WHOSE JOBS HAVE BEEN ADVERSELY AFFECTED BY TECHNOLOGICAL CHANGE;

- PLANNING AND DEMONSTRATION OF RESOURCE SHARING AMONG INSTITUTIONS OF HIGHER EDUCATION, AGENCIES, AND ORGANIZATIONS, THAT EXPAND CONTINUING EDUCATION OPPORTUNITIES FOR PARTICULAR POPULATIONS WHO HAVE TRADITIONALLY BEEN UNDERSERVED SUCH AS WOMEN, MINORITIES, THE HANDICAPPED, OLDER ADULTS AND PARENTS/FAMILIES;

- DEMONSTRATIONS OF NEW OR IMPROVED PROFESSIONAL DEVELOPMENT PROGRAMS TO MEET THE NEEDS OF INDIVIDUALS WORKING IN CONTINUING EDUCATION AND POSTSECONDARY LIFELONG LEARNING;

- EVALUATIONS OF SELECTED NON-TRADITIONAL DEGREE PROGRAMS THAT MEET THE CONTINUING EDUCATION NEEDS OF ADULTS, PARTICULARLY THOSE THAT INTEGRATE LIBERAL AND EXPERIENTIAL LEARNING;

- DEMONSTRATIONS OF INNOVATIVE STATE OR LOCAL PROGRAMS WHICH PROVIDE EFFECTIVE LINKAGES BETWEEN POSTSECONDARY CONTINUING EDUCATION AND STATE OR LOCAL COMPREHENSIVE MANPOWER PROGRAMS TO ENHANCE LONG-TERM EMPLOYABILITY.

3 IMPROVING LEARNER SERVICES

Institutional Development

IN 1977, THE ADMINISTRATION CREATED A NEW BUREAU OF HIGHER AND CONTINUING EDUCATION, WHICH REFLECTS GROWING NATIONAL INTEREST IN AND FEDERAL SUPPORT FOR CONTINUING EDUCATION.

THE DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT FUNDED PILOT BUSINESS EXTENSION PROGRAMS AT EIGHT UNIVERSITIES. THESE PROJECTS PROVIDE TECHNICAL ASSISTANCE AND OTHER DEVELOPMENTAL SERVICES TO SMALL BUSINESSES. THEY WERE DESIGNED TO TEST THE BUSINESS EXTENSION MODEL INCORPORATED INTO THE SMALL BUSINESS DEVELOPMENT CENTER ACT INTRODUCED IN THE HOUSE. HUD'S EVALUATION OF THE EFFICIENCY AND EFFECTIVENESS OF THE PROJECTS IS EXPECTED TO BE COMPLETED IN 1978.

THE 1976 AMENDMENTS TO TITLE VII OF THE HIGHER EDUCATION ACT (ACADEMIC FACILITIES) AUTHORIZED THE RENOVATION, MODERNIZATION, AND EXPANSION OF FACILITIES TO PROVIDE CONTINUING EDUCATION IN OFF-CAMPUS LOCATIONS. IN 1977, THE ADMINISTRATION FUNDED PLANNING EFFORTS FOR CONTINUING EDUCATION DEMONSTRATION CENTERS IN THREE STATES: KANSAS, VIRGINIA, AND WASHINGTON.

THE COUNCIL

THE COUNCIL SUBMITTED TESTIMONY TO THE HOUSE AND SENATE APPROPRIATIONS COMMITTEES IN SUPPORT OF A $40 MILLION APPROPRIATION FOR THE COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAM. AT THIS FUNDING LEVEL, THE COUNCIL ESTIMATES THAT APPROXIMATELY $18,550,000 WOULD BE AVAILABLE TO POSTSECONDARY INSTITUTIONS TO IDENTIFY AND DEVELOP CONTINUING EDUCATION PROGRAMS FOR ADULTS NOT ADEQUATELY SERVED BY AN EXISTING PROGRAM: ADULTS WITH LIMITED LABOR MARKET SKILLS, UNCLEAR CAREER GOALS, AND ACADEMIC AND FINANCIAL STATUS WHICH MAKES THEM INELIGIBLE FOR FEDERAL STUDENT ASSISTANCE PROGRAMS. THIS FUNDING LEVEL REPRESENTS AN INVESTMENT OF 23 CENTS FOR EACH OF THE 80 MILLION ADULTS IDENTIFIED AS "WOULD-BE LEARNERS" BY THE CARNEGIE COMMISSION ON NON-TRADITIONAL STUDY.

THE EXECUTIVE BUDGET REFERS TO THE TITLE I-A PROGRAM AS "UNIVERSITY COMMUNITY SERVICES." THIS TERM IS INACCURATE AND MISLEADING: IT OMITS REFERENCE TO CONTINUING EDUCATION, WHICH HAS BECOME A MAJOR FOCUS OF THE PROGRAM; IT DISTORTS THE INTENT OF THE AMENDED LEGISLATION; AND IT IS INCONSISTENT WITH THE PRIORITIES OF THE EDUCATION DIVISION OF HEW, AS REFLECTED IN THE CREATION OF A NEW BUREAU WITH CONTINUING EDUCATION AS A MAJOR COMPONENT.

3 IMPROVING LEARNER SERVICES

Institutional Development

IN AUGUST 1977, THE COUNCIL RECOMMENDED TO THE ASSISTANT SECRETARY FOR EDUCATION THAT THE TITLE I-A PROGRAM BE RENAMED "CONTINUING EDUCATION." THIS CHANGE WOULD BE A MORE ACCURATE DESCRIPTION OF THE PROGRAM AND WOULD BE MORE HELPFUL IN COORDINATING TITLE I ACTIVITIES WITH OTHER FEDERALLY-SUPPORTED CONTINUING EDUCATION PROGRAMS AS REQUIRED BY SECTION 111(C) OF TITLE I, HEA.

THE COUNCIL REVIEWED THE PROPOSED RULES FOR THE TITLE I-A PROGRAM WHICH WERE PUBLISHED IN THE FEDERAL REGISTER IN NOVEMBER 1977, AND TRANSMITTED ITS ENDORSEMENT TO THE COMMISSIONER WITH THE FOLLOWING STATEMENT OF SUPPORT:

> *The National Advisory Council on Extension and Continuing Education, recognizing the emphasis of the law on strengthening colleges and universities as a delivery mechanism to assist in community problem-solving and on developing continuing education and resource materials sharing systems, supports the proposed regulations for Title I, and recommends to the Commissioner of Education that the Office of Education proceed with final publication.*

THE COUNCIL ALSO SUBMITTED A FORMAL RESPONSE TO THE PRIORITIES PROPOSED FOR SPECIAL PROJECTS. THE COUNCIL'S RECOMMENDATION WAS BASED ON ITS REVIEW OF THE CONTINUING EDUCATION ACTIVITIES AUTHORIZED BY OTHER FEDERAL LEGISLATION, WHICH REVEALED ALTERNATIVE SOURCES OF SUPPORT FOR DEMONSTRATION PROJECTS TO ADDRESS TECHNOLOGICAL, SOCIAL AND ENVIRONMENTAL PROBLEMS. THE COUNCIL'S POSITION ALSO REFLECTED THE FACT THAT THE TITLE I-A PROGRAM IS THE ONLY SOURCE OF FEDERAL FUNDS SPECIFICALLY DESIGNED TO IMPROVE THE QUALITY OF CONTINUING EDUCATION SERVICES AND INCREASE THE LEARNING OPPORTUNITIES AVAILABLE TO ADULTS. THEREFORE, THE COUNCIL RECOMMENDED THAT THE FOLLOWING SIX PRIORITIES BE ESTABLISHED FOR FY 1978:

- *Programs which demonstrate effective strategies for improving access to continuing education and problem-solving services for populations which are under-represented in existing programs;*

3 IMPROVING LEARNER SERVICES

Institutional Development

- *Programs of continuing education which link higher education, the work force, business and industry, community agencies, professional organizations, and government in solving problems of unemployment, job security, productivity, career mobility, job re-entry, and the quality of working life;*

- *Programs which demonstrate effective strategies for linking the agricultural extension, general extension, community service, continuing education, and the other resources of an institution of higher education to improve and expand the institution's community problem-solving capability and services, and the continuing education opportunities available to adults;*

- *The development and assessment of programs of leadership training for the staff and membership of community organizations to improve the ability of these organizations to solve their own problems;*

- *Demonstration and assessment of continuing education programs designed to improve the quality of family life, including the strengthening of multi-generational family relationships;*

- *The development and assessment of programs to assist individuals or groups in developing, implementing, and using State and local legislation and regulations.*

Institutional Development

THE COUNCIL ALSO RECOMMENDED THAT PARAGRAPH 173.42(B) OF THE REGULATIONS FOR THE TITLE I PROGRAM BE AMENDED TO READ:

> *In addressing any of these priorities the application may (1) give attention to the needs of particular groups, especially those not adequately served by educational offerings in their communities, such as the special needs of women, older adults, the handicapped, minorities, workers, and the poor; and (2) propose a project designed to test the assumption that successful programs can be replicated or adapted in new locations, with new populations, or by new sponsoring groups.*

3 IMPROVING LEARNER SERVICES

Special Groups

DURING 1977, CONGRESSIONAL AND ADMINISTRATIVE ATTENTION WAS GIVEN TO ENCOURAGING HIGHER EDUCATION INSTITUTIONS TO DEVELOP PROGRAMS RESPONSIVE TO SPECIAL LEARNING NEEDS. SOME OF THESE PROGRAMS SEEK TO REDRESS HISTORICAL NEGLECT; OTHERS ARE RESPONSIVE TO THE EFFECTS OF RECENT CHANGES IN SOCIAL, ECONOMIC, AND TECHNOLOGICAL CONDITIONS.

THE CONGRESS

- HIGHER EDUCATION PROGRAM FOR OLDER PERSONS, (H.R. 11353),* WOULD PROVIDE OLDER PEOPLE WITH TUITION-FREE ACCESS TO INSTITUTIONS OF HIGHER EDUCATION FOR THE PURPOSE OF HELPING THEM REMAIN ACTIVE AND CONTRIBUTING MEMBERS OF THEIR COMMUNITIES. THE ACT WOULD AMEND THE OLDER AMERICANS ACT WHICH EXPIRES IN 1978. IT WOULD MAKE GRANTS TO COLLEGIATE INSTITUTIONS TO DEFRAY UP TO 55 PERCENT OF THE COSTS OF TUITION FOR LEARNERS, 60 YEARS OF AGE OR OLDER, WHO ATTEND THE INSTITUTION ON A TUITION-FREE BASIS;

- TRIBALLY CONTROLLED COMMUNITY COLLEGE ASSISTANCE ACT (S. 1215 AND H.R. 9158),* WOULD PROVIDE BASIC SUPPORT GRANTS AND CONSTRUCTION MONEY FOR THE 20 TRIBALLY-CONTROLLED COMMUNITY COLLEGES IN THE U. S. IF ENACTED, THE BUREAU OF INDIAN AFFAIRS WOULD ADMINISTER THE PROGRAM;

- WOMEN IN SCIENCE AND TECHNOLOGY EQUAL OPPORTUNITY ACT (S. 2550),* WOULD AUTHORIZE A NATIONAL SCIENCE FOUNDATION PROGRAM OF CONTINUING EDUCATION IN SCIENCE AND ENGINEERING, WITH PARTICULAR EMPHASIS ON THE PARTICIPATION AND NEEDS OF WOMEN. IF ENACTED THE LAW WOULD ALSO PROVIDE GRANTS TO NONPROFIT ORGANIZATIONS TO SPONSOR WEEK-END AND SUMMER PROGRAMS TO ENCOURAGE WOMEN TO STUDY MATHEMATICS AND SCIENCE.

*SEE NOTE ON PAGE 8.

3 IMPROVING LEARNER SERVICES

Special Groups

THE ADMINISTRATION

IN 1977 SEVERAL FEDERAL AGENCIES INITIATED ACTIVITIES WITH POTENTIAL IMPORTANCE FOR SHAPING FUTURE FEDERAL POLICY RELATED TO THE CONTINUING EDUCATION NEEDS OF SPECIAL POPULATIONS.

LIFELONG LEARNING PROJECT, TITLE I-B, HEA. NO FUNDS WERE APPROPRIATED BY CONGRESS FOR THE STUDIES AND DEMONSTRATION PROJECTS AUTHORIZED BY TITLE I-B. THE ADMINISTRATION PROVIDED MODEST SUPPORT WHICH ENABLED THE PROJECT STAFF TO COMPLETE THE REPORT MANDATED BY THE LEGISLATION. INDIVIDUALS, LEARNING OPPORTUNITIES AND PUBLIC POLICY DESCRIBES THE STATUS OF LIFELONG LEARNING ACTIVITIES OF FEDERAL, STATE, AND LOCAL ORGANIZATIONS AND AGENCIES, AND THE RELATIONSHIPS AMONG THEM. THE REPORT FOCUSES ON FOUR GROUPS OF LEARNERS -- WORKERS, URBAN YOUTH, WOMEN, AND OLDER ADULTS -- TO ILLUSTRATE NEEDS AND POSSIBLE SOLUTIONS. INFORMATION GAPS ARE IDENTIFIED. THE REPORT ALSO DESCRIBES THE RESEARCH, DEMONSTRATION, DISSEMINATION, AND COORDINATION EFFORTS REQUIRED IN ORDER TO PROVIDE EQUITABLE SERVICES AND OPPORTUNITIES FOR LIFELONG LEARNING.

THE ADMINISTRATION REQUESTED $5 MILLION FOR LIFELONG LEARNING FOR FY 1979 TO SUPPORT ACTIVITIES IN THREE AREAS:

- RESEARCH AND DEMONSTRATION PROJECTS TO OVERCOME BARRIERS TO LIFELONG LEARNING;
- GRANTS TO TEN STATES TO DEVELOP EXEMPLARY APPROACHES TO STATE LEADERSHIP AND COORDINATION OF DIVERSE COMBINATIONS OF AGENCIES AND INDIVIDUALS; AND
- RESEARCH AND ANALYSIS TO DETERMINE WHO IS BEING SERVED BY THE MORE THAN THREE HUNDRED FEDERALLY-SUPPORTED LIFELONG LEARNING PROGRAMS CURRENTLY BEING FUNDED.

3 IMPROVING LEARNER SERVICES

Special Groups

THE NATIONAL INSTITUTE FOR EDUCATION EXHIBITED INCREASING INTEREST IN ISSUES RELATED TO POSTSECONDARY CONTINUING EDUCATION DURING 1977. VOLUME 4 OF NIE'S PAPERS ON EDUCATION AND WORK EXPLORES ALTERNATIVE ENTITLEMENT MODELS AS MECHANISMS FOR FINANCING LIFELONG LEARNING. ADDITIONAL PAPERS HAVE BEEN COMMISSIONED WHICH WILL EXAMINE THE POLICY IMPLICATIONS OF OTHER FINANCIAL AID PROGRAMS.

NIE'S EMERGING ATTENTION TO THE CONTINUING EDUCATION NEEDS OF SPECIAL GROUPS INCLUDES THE DEVELOPMENT OF A PROGRAM DESIGNED TO INCREASE OPPORTUNITIES FOR WOMEN AND MINORITIES IN EDUCATION RESEARCH. AMONG THE VARIOUS ACTIVITIES SUPPORTED BY THE PROGRAM ARE GRANTS TO COLLEGIATE INSTITUTIONS FOR WORKSHOPS, SEMINARS, SHORT COURSES, AND SHORT-TERM RESIDENTIAL PROGRAMS.

THE ADMINISTRATION REITERATED ITS POSITION THAT STUDENT ASSISTANCE IS PREFERABLE TO INSTITUTIONAL SUPPORT AS A MEANS FOR INCREASING ACCESS TO POSTSECONDARY EDUCATION IN ITS STATEMENT OF OPPOSITION TO THE TRIBALLY CONTROLLED COMMUNITY COLLEGE BILLS BEING CONSIDERED BY CONGRESS (H.R. 9158 AND S. 1215).

THE COUNCIL

DURING 1977 THE COUNCIL UNDERTOOK SEVERAL ACTIVITIES TO INCREASE ITS UNDERSTANDING OF THE CONTINUING EDUCATION NEEDS OF SPECIAL POPULATIONS.

IN JANUARY 1977, THE COUNCIL HELD A CONFERENCE ON "CONTINUING EDUCATION, MANPOWER POLICY AND LIFELONG LEARNING." REPRESENTATIVES FROM LABOR, INDUSTRY, GOVERNMENT, AND EDUCATION WERE INVITED TO DISCUSS THE EDUCATION AND TRAINING NEEDS OF ADULTS, TO IDENTIFY THE ISSUES REQUIRING FEDERAL ATTENTION, AND TO ASSIST THE COUNCIL IN DEVELOPING POLICY RECOMMENDATIONS.

THE COUNCIL ALSO INITIATED THE SERIES OF PUBLIC HEARINGS DESCRIBED ON PAGE 12 OF THIS REPORT. AT THESE SESSIONS, STATE AND LOCAL GOVERNMENT OFFICIALS, REPRESENTATIVES OF PUBLIC AND PRIVATE COMMUNITY GROUPS AND ORGANIZATIONS, AND THE GENERAL PUBLIC WERE INVITED TO DISCUSS THEIR VIEWS AND CONCERNS ABOUT CONTINUING EDUCATION AND COMMUNITY PROBLEM-SOLVING SERVICES AND TO SUGGEST IDEAS FOR HOW THESE NEEDS MIGHT BEST BE MET.

3 IMPROVING LEARNER SERVICES

Special Groups

THE COUNCIL'S SPECIAL REPORT TO THE PRESIDENT WILL DESCRIBE THE FINDINGS OF THE HEARINGS AND THE RESULTS OF THE POLICY STUDIES UNDERTAKEN BY THE COUNCIL IN RESPONSE TO THE RECOMMENDATIONS OF CONFERENCE PARTICIPANTS. THE REPORT WILL ANALYZE THE RELATIONSHIP BETWEEN COUNCIL FINDINGS AND THE NEEDS IDENTIFIED BY OTHER INVESTIGATORS.

4 EXPANDING PROBLEM-SOLVING RESOURCES

IN 1977, THE FEDERAL GOVERNMENT CONTINUED ITS LONG-STANDING TRADITION OF PROVIDING SUPPORT TO ENABLE HIGHER EDUCATION INSTITUTIONS TO MAKE THEIR RESOURCES AVAILABLE FOR SOLVING SOCIAL AND ECONOMIC PROBLEMS. SOME OF THESE FEDERALLY-FUNDED PROGRAMS GIVE STATES AND INSTITUTIONS GREAT FLEXIBILITY IN DETERMINING THE NEEDS TO BE ADDRESSED, THE LEVEL OF SUPPORT REQUIRED, AND THE INSTITUTIONAL RESOURCES TO BE USED. OTHER PROGRAMS DIRECT FUNDS TO FEDERALLY-ESTABLISHED PRIORITIES AND RESTRICT PARTICIPATION TO INSTITUTIONS WITH UNIQUE QUALIFICATIONS RELATIVE TO THE SPECIFIED PROBLEM AREAS.

THE CONGRESS

SEVERAL PROGRAMS INCLUDE AMONG THEIR PURPOSES THE OBJECTIVE OF EXPANDING AND IMPROVING THE PROBLEM-SOLVING CAPABILITIES AND PUBLIC SERVICE ACTIVITIES OF INSTITUTIONS OF HIGHER EDUCATION:

- COMMUNITY SERVICE PROGRAM, TITLE I-A, HIGHER EDUCATION ACT, WAS AUTHORIZED BY THE EDUCATIONAL AMENDMENTS OF 1976. ONE OF THE OBJECTIVES OF THIS PROGRAM IS TO PROVIDE SUPPORT TO STRENGTHEN AND EXPAND THE COMMUNITY SERVICE CAPABILITIES OF COLLEGES AND UNIVERSITIES -

  For the purpose of assisting the people of the United States in the solution of community problems such as housing, poverty, government, recreation, employment, youth opportunities, transportation, health, and land use . . .

  IN FISCAL YEAR 1977, CONGRESS APPROPRIATED $14,125,000 FOR TITLE I, WHICH MADE $12,815,000 AVAILABLE FOR ALLOCATION TO THE STATES.

  A FY 1978 APPROPRIATION OF $18 MILLION PROVIDES $15,850,000 FOR THE STATE GRANT PROGRAM, $1.8 MILLION FOR DISCRETIONARY GRANTS, AND $350,000 FOR TECHNICAL ASSISTANCE.

4 EXPANDING PROBLEM-SOLVING RESOURCES

- URBAN GRANT UNIVERSITY PROGRAM (H.R. 7328 AND S. 2132).* THE HOUSE SUBCOMMITTEE ON POST-SECONDARY EDUCATION CONDUCTED HEARINGS ON A BILL TO AMEND TITLE I, HEA, TO CREATE A NEW PART C. THIS LEGISLATION WOULD PROVIDE FUNDS TO UNIVERSITIES IN URBAN AREAS (STANDARD METROPOLITAN STATISTICAL AREAS WITH A POPULATION OF AT LEAST 500,000) TO CARRY OUT PROJECTS OR COMPREHENSIVE PROGRAMS OF RESEARCH FOR AND SERVICE TO THE CITIES IN WHICH THEY ARE LOCATED.

- NATIONAL ENERGY EXTENSION SERVICE ACT OF 1977 (P.L. 95-39, TITLE V) CREATED AN ENERGY EXTENSION SERVICE AND AUTHORIZED FUNDS FOR THE ESTABLISHMENT OF A TECHNICAL SUPPORT INSTITUTE AT ONE OR MORE UNIVERSITIES IN EACH STATE. THE INSTITUTES WOULD CONDUCT ENERGY-RELATED STUDIES AND DEMONSTRATION PROJECTS, DISSEMINATE INFORMATION, CONDUCT SEMINARS AND TRAINING SESSIONS FOR STATE AND LOCAL GOVERNMENT OFFICIALS, BUSINESSES, AND THE GENERAL PUBLIC.

THE ADMINISTRATION

THE DEPARTMENT OF ENERGY ANNOUNCED THE AVAILABILITY OF FUNDS FOR TEN STATES TO BEGIN IMPLEMENTATION OF ENERGY EXTENSION PLANS. IN AUGUST 1977, TEN DEMONSTRATION PROJECTS WERE SELECTED FROM THE 49 STATE PROPOSALS WHICH WERE RECEIVED BY THE DEPARTMENT. THE COOPERATIVE EXTENSION SERVICE HAS PRIMARY RESPONSIBILITY FOR ADMINISTERING THE PROJECTS IN SIX OF THESE STATES AND UNIVERSITY-ADMINISTERED PROGRAMS WERE ESTABLISHED IN FOUR STATES.

IN JANUARY 1978 ALL STATES RECEIVED A GRANT OF $30,000 TO BEGIN PREPARATION FOR PARTICIPATION IN THE COMPREHENSIVE ENERGY EXTENSION PROGRAM. (PROPOSED RULES FOR THE COMPREHENSIVE PROGRAMS WERE PUBLISHED IN THE FEDERAL REGISTER IN JUNE 1978.)

OF A TOTAL $4.2 BILLION APPROPRIATED IN FY 1978 RESEARCH AND DEVELOPMENT MONEY, THE DEPARTMENT OF ENERGY EXPECTS TO SPEND ABOUT $3 MILLION FOR COLLEGES AND UNIVERSITIES TO DEVELOP SUMMER COURSES TO HELP HIGH SCHOOL AND COLLEGE INSTRUCTORS BECOME MORE COMPETENT AND KNOWLEDGEABLE ABOUT ENERGY-RELATED MATTERS, AND AN ADDITIONAL $1 MILLION TO SUPPORT UNIVERSITY WORKSHOPS AND CONFERENCES ON ENERGY.

*SEE NOTE ON PAGE 8.

4 EXPANDING PROBLEM-SOLVING RESOURCES

URBAN DEVELOPMENT. AT THE BEGINNING OF 1977, PRESIDENT CARTER APPOINTED A TASKFORCE TO DEVELOP A COMPREHENSIVE PLAN TO REHABILITATE CITIES SUFFERING FROM ECONOMIC AND PHYSICAL DECAY AND TO PREVENT SIMILAR PROBLEMS FROM OCCURRING IN OTHER CITIES. THE TASKFORCE RECOMMENDED THAT ACTION BE TAKEN IN FOUR AREAS: EMPLOYMENT AND ECONOMIC DEVELOPMENT, FISCAL ASSISTANCE, COMMUNITY AND HUMAN DEVELOPMENT, AND COORDINATION OF FEDERAL, STATE, AND LOCAL ACTIVITIES. PRESIDENT CARTER STATED THAT THE ADMINISTRATION WILL SUBMIT A SERIES OF LEGISLATIVE PROPOSALS FOR NEW PROGRAMS IN EACH OF THESE CATEGORIES. THE COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS OF INSTITUTIONS OF HIGHER EDUCATION COULD BE SIGNIFICANT RESOURCES IN SUPPORT OF THE ADMINISTRATION'S GOALS FOR URBAN DEVELOPMENT.

THE COUNCIL

THE COUNCIL'S SPECIAL REPORT TO THE PRESIDENT WILL GIVE CONSIDERATION TO WAYS IN WHICH THE IMPROVEMENT AND EXPANSION OF THE COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS OF INSTITUTIONS OF HIGHER EDUCATION MIGHT BE USED TO SUPPORT VARIOUS COMPONENTS OF THE ADMINISTRATION'S URBAN DEVELOPMENT PLANS.

THE COUNCIL SUPPORTED H.R. 7328 (URBAN GRANT UNIVERSITY PROGRAM) IN TESTIMONY PRESENTED TO THE HOUSE SUBCOMMITTEE ON POSTSECONDARY EDUCATION. THE COUNCIL'S STATEMENT RECOMMENDED, HOWEVER, THAT THE BILL BE MODIFIED TO:

- REQUIRE CITY GOVERNMENTS TO BE INVOLVED MORE DIRECTLY IN THE PROCESSES OF PLANNING AND FORMULATING THE PROPOSALS SUBMITTED FOR FUNDING. THIS WOULD STRENGTHEN THE LINKAGES BETWEEN CITIES AND UNIVERSITIES AND WOULD INCREASE THE LIKELIHOOD THAT THE PROBLEMS SELECTED FOR ATTENTION WERE THOSE OF HIGHEST PRIORITY TO THE COMMUNITY;

- REFLECT GREATER AWARENESS OF THE VALUE OF BUILDING UPON THE PRODUCTS, EXPERIENCES, AND PRACTICES DEVELOPED IN THE COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAM (TITLE I-A, HIGHER EDUCATION ACT) DURING THE PAST TWELVE YEARS; AND

4 EXPANDING PROBLEM-SOLVING RESOURCES

- GIVE OVERSIGHT AND ADVISORY RESPONSIBILITY FOR THE URBAN GRANT UNIVERSITY PROGRAM TO THE NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION. THE ESTABLISHMENT OF A NEW ADVISORY COUNCIL FOR THE URBAN GRANT UNIVERSITY PROGRAM, AS PROVIDED IN H.R. 7328, IS UNNECESSARY. THE SERVICES OF THE NEW COUNCIL WOULD DUPLICATE THE RESPONSIBILITIES MANDATED TO THE EXTENSION AND CONTINUING EDUCATION COUNCIL. FURTHERMORE, THE KNOWLEDGE, EXPERIENCE, AND NATIONAL STATURE OF NACECE WOULD BE A VALUABLE ASSET IN THE IMPLEMENTATION OF THE NEW PROGRAM.

5 DEVELOPING POLICY COHERENCE

FEDERAL CONTINUING EDUCATION AND COMMUNITY SERVICE PROGRAMS ARE ADMINISTERED BY AGENCIES THROUGHOUT THE EXECUTIVE BRANCH. NO SINGLE AGENCY OR OFFICIAL IS ULTIMATELY RESPONSIBLE FOR THE COHERENCE OR COMPREHENSIVENESS OF THESE ACTIVITIES. PROJECTS, PLANS, AND PROPOSALS WERE INTRODUCED DURING THE YEAR TO BRING GREATER CLARITY TO FEDERAL EDUCATION POLICIES AND TO CREATE MORE EFFICIENT ORGANIZATIONAL STRUCTURES FOR THEIR IMPLEMENTATION. THESE EFFORTS MAY HAVE SPECIAL RELEVANCE FOR ADDRESSING THE PROBLEMS CAUSED BY THE DIFFUSION OF ADMINISTRATIVE RESPONSIBILITY FOR CONTINUING EDUCATION.

THE CONGRESS

THE SENATE COMMITTEE ON GOVERNMENTAL AFFAIRS HELD HEARINGS ON THE NEED FOR A DEPARTMENT OF EDUCATION. THE SENATE BILL, S. 991,* WOULD CREATE A CABINET-LEVEL DEPARTMENT CONTAINING ALL PROGRAMS NOW IN THE EDUCATION DIVISION OF HEW AS WELL AS THE NATIONAL FOUNDATION ON THE ARTS AND HUMANITIES, THE GRADUATE SCHOOL AND SCHOOL NUTRITION PROGRAMS OF THE DEPARTMENT OF AGRICULTURE, THE EDUCATIONAL DIRECTORATE OF THE NATIONAL SCIENCE FOUNDATION, AND THE HEAD START PROGRAM.

THE BILL WOULD AUTHORIZE FUNDS FOR THE CONTINUATION OF THE FEDERAL INTERAGENCY COMMITTEE ON EDUCATION (FICE), SPECIFYING THAT IT BE COMPOSED OF REPRESENTATIVES FROM THE DEPARTMENTS OF STATE, DEFENSE, AGRICULTURE, COMMERCE, LABOR, HEALTH AND WELFARE, HOUSING AND URBAN DEVELOPMENT, THE NATIONAL SCIENCE FOUNDATION, AND THE NATIONAL AERONAUTICS AND SPACE ADMINISTRATION. FICE WOULD BE RESPONSIBLE FOR MAKING RECOMMENDATIONS REGARDING THE COORDINATION OF FEDERAL EDUCATION PROGRAMS.

S. 991 ALSO PROPOSES THE ESTABLISHMENT OF A 15-MEMBER NATIONAL ADVISORY COMMISSION ON EDUCATION. THE COMMISSION WOULD ASSIST THE SECRETARY IN DEVELOPING NATIONAL POLICY AND WOULD HAVE A MANDATE TO REVIEW FEDERAL EDUCATION PROGRAMS, CONDUCT NATIONAL CONFERENCES, AND COORDINATE THE ACTIVITIES OF EXISTING EDUCATIONAL ADVISORY COUNCILS.

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*SEE NOTE ON PAGE 8.

5 DEVELOPING POLICY COHERENCE

THE ADMINISTRATION

THE EDUCATION AMENDMENTS OF 1976 MANDATED THAT THE SECRETARY OF HEW REPORT TO CONGRESS BY JUNE 1977 ON THE EXTENT TO WHICH REORGANIZATION OF THE EDUCATION DIVISION IS NECESSARY OR APPROPRIATE. THE SECRETARY'S REPORT DESCRIBED THE REORGANIZATION OF THE OFFICE OF EDUCATION AND EFFORTS TO DEFINE MORE CLEARLY THE RESPONSIBILITIES OF THE ASSISTANT SECRETARY FOR EDUCATION (ASE).

THE POSITION OF ASSISTANT SECRETARY WAS CREATED BY THE EDUCATION AMENDMENTS OF 1972 AS "THE PRINCIPAL OFFICER IN THE DEPARTMENT TO WHOM THE SECRETARY SHALL ASSIGN RESPONSIBILITY FOR THE DIRECTION AND SUPERVISION OF THE EDUCATION DIVISION." THE SPECIFIC RESPONSIBILITIES OF THIS ROLE AND THEIR RELATIONSHIP TO THOSE OF THE COMMISSIONER OF EDUCATION WERE UNCLEAR. AS THE ROLE EVOLVED, THE ASSISTANT SECRETARY ACQUIRED GENERAL RESPONSIBILITY FOR PLANNING, EVALUATING, AND COORDINATING FEDERAL EDUCATION POLICY AND FOR ADMINISTERING FOUR EDUCATIONAL PROGRAMS: THE NATIONAL INSTITUTE OF EDUCATION, THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION, THE NATIONAL CENTER FOR EDUCATION STATISTICS, AND THE LIFELONG LEARNING PROJECT. AS A RESULT OF THE RECENT REORGANIZATION, THE FUNCTIONS OF THE ASE WERE CLARIFIED AND GREATER SPECIFICITY WAS GIVEN TO THE RESPONSIBILITY FOR INTERAGENCY COORDINATION. INCREASED BUDGETARY, MANAGEMENT, PERSONNEL, AND OTHER SUPPORT SERVICES WERE PROVIDED.

IN THE REORGANIZATION PLAN, THE FEDERAL INTERAGENCY COMMITTEE ON EDUCATION (FICE), A COMMITTEE OF DEPARTMENT AND AGENCY REPRESENTATIVES ESTABLISHED BY EXECUTIVE ORDER IN 1964, WAS TO PLAY A MAJOR ROLE IN THE DEVELOPMENT OF FEDERAL EDUCATION POLICY AND IN THE IMPROVEMENT OF INTERAGENCY COORDINATION. SOON AFTER THE PLAN WAS RELEASED, THE ASSISTANT SECRETARY DIRECTED FICE TO PREPARE "A COMPREHENSIVE FEDERAL EDUCATION POLICY DOCUMENT."

THE FICE REPORT, TOWARD A COMPREHENSIVE FEDERAL EDUCATION POLICY, IDENTIFIES "SIX PURPOSE AREAS WHICH COVER VIRTUALLY ALL FEDERAL EDUCATION CONCERNS:"

- *To assure equality of opportunity for a quality education for each citizen regardless of race, sex, age, ethnic heritage, economic disadvantages, handicapping condition, or other special circumstance;*

5 DEVELOPING POLICY COHERENCE

- *To encourage educational quality, responsiveness to changing educational and social needs, efficiency, and effectiveness;*

- *To strengthen relationships among education, training and work, paying particular attention to areas of critical personnel supply and demand problems;*

- *To encourage the development of lifelong learning opportunities;*

- *To meet a variety of recognized national needs, including but not limited to advancing education in the sciences, in the humanities, in the arts, and in international affairs;*

- *To exercise leadership in the support of research in education and to assure the widespread dissemination of knowledge acquired through the research process.*

THE FICE REPORT PROPOSED GOALS FOR EACH PURPOSE AREA AND ANALYZED CURRENT FEDERAL EDUCATION EFFORTS AND ISSUES. A PRELIMINARY DRAFT WAS CIRCULATED TO POLICYMAKERS IN THE ADMINISTRATION AND THE CONGRESS.

FOR A NUMBER OF YEARS, HIGHER EDUCATION PROGRAMS IN THE OFFICE OF EDUCATION WERE ADMINISTERED BY A DEPUTY COMMISSIONER FOR POSTSECONDARY EDUCATION. THE REORGANIZATION REPLACED THE SINGLE BUREAU OF POSTSECONDARY EDUCATION WITH TWO NEW BUREAUS: HIGHER AND CONTINUING EDUCATION, AND STUDENT FINANCIAL ASSISTANCE.

AT ITS PRESENT STAGE OF DEVELOPMENT, THE REORGANIZATION PLAN DOES NOT APPEAR TO ALTER THE DIFFUSION OF PROGRAM AND POLICY RESPONSIBILITY FOR COMMUNITY SERVICE AND CONTINUING EDUCATION WITHIN THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. TO VARYING DEGREES AND FOR VARIOUS PURPOSES, ALL PROGRAMS ADMINISTERED BY THE ASSISTANT SECRETARY FOR EDUCATION, AND THE DEPUTY COMMISSIONERS OF HIGHER AND CONTINUING EDUCATION AND STUDENT FINANCIAL ASSISTANCE RELATE TO, OR HAVE POTENTIAL FOR ADDRESSING, THE NEEDS OF ADULT LEARNERS AND THE INSTITUTIONAL RESOURCES WHICH CAN MEET THESE NEEDS.

5 DEVELOPING POLICY COHERENCE

IN HIS EDUCATION MESSAGE TO CONGRESS, PRESIDENT CARTER SAID:

> *"Education is far too important a matter to be scattered piecemeal among various government departments and agencies which are often busy with other sometimes dominant concerns. We must pull our education programs together if we are to assure them of the full attention they deserve."*

THE DEPARTMENT OF EDUCATION PROPOSED BY THE ADMINISTRATION WOULD CONTAIN ALL PROGRAMS INCLUDED IN THE SENATE BILL (S. 991) WITH THE EXCEPTION OF THE NATIONAL FOUNDATION ON THE ARTS AND HUMANITIES. THE ADMINISTRATION RECOMMENDED TO THE SENATE GOVERNMENTAL AFFAIRS COMMITTEE THAT CONSIDERATION OF OTHER PROGRAMS FOR TRANSFER TO THE NEW DEPARTMENT BE POSTPONED.

THE ADMINISTRATION'S TESTIMONY SPECIFIED THAT THE DEVELOPMENT OF COHERENT POLICY WOULD CONTINUE TO REQUIRE STRONG INTERAGENCY LINKAGES. THE ESTABLISHMENT OF EFFECTIVE INTERAGENCY RELATIONSHIPS WILL REMAIN AN ESPECIALLY NECESSARY TASK IN THE AREA OF FEDERAL CONTINUING EDUCATION POLICY SINCE SEVERAL MAJOR FEDERAL CONTINUING EDUCATION AND COMMUNITY SERVICE PROGRAMS ARE NOT BEING PROPOSED FOR TRANSFER TO THE NEW DEPARTMENT, FOR EXAMPLE: THE TRAINING AND EDUCATION ACTIVITIES OF THE DEPARTMENT OF LABOR, VETERANS' EDUCATION AND TRAINING, PUBLIC BROADCASTING, HEALTH MANPOWER TRAINING, AND AGRICULTURAL EXTENSION.

THE ADMINISTRATION'S PLAN WOULD RETAIN THE FEDERAL INTERAGENCY COMMITTEE ON EDUCATION (FICE), PLACING IT AT THE SECRETARIAL LEVEL. THE COMMITTEE WOULD SERVE AS THE "STRONG COORDINATION MECHANISM AMONG EDUCATION AND RELATED PROGRAMS IN OTHER DEPARTMENTS AND AGENCIES."

IN ADDITION TO THE INTERAGENCY COMMITTEE, THE ADMINISTRATION ALSO PROPOSED THE CREATION OF A STATUTORY INTERGOVERNMENTAL ADVISORY COUNCIL ON EDUCATION, WHICH WOULD HAVE RESPONSIBILITY FOR REVIEWING EDUCATIONAL POLICYMAKING AND FOR ASSESSING THE CAPACITY OF THE EDUCATIONAL SYSTEM TO DELIVER EQUITABLE AND EFFECTIVE EDUCATION SERVICES IN RESPONSE TO STATE, LOCAL, AND COMMUNITY CONCERNS.

5 DEVELOPING POLICY COHERENCE

THE COUNCIL

DURING THE PAST YEAR, THE COUNCIL HAS GIVEN HIGHEST PRIORITY TO ASSISTING IN THE DEVELOPMENT OF COHERENT AND RESPONSIVE FEDERAL POLICIES FOR CONTINUING EDUCATION AND COMMUNITY SERVICE. THE COUNCIL HAS:

- MET WITH LEADERS OF BUSINESS, INDUSTRY, LABOR, STATE AND LOCAL GOVERNMENTS, AND PUBLIC AND PRIVATE COMMUNITY GROUPS AND AGENCIES TO GATHER INFORMATION ABOUT THE EFFICIENCY AND EFFECTIVENESS OF EXISTING FEDERAL PROGRAMS AND POLICIES IN MEETING CONTINUING EDUCATION AND COMMUNITY SERVICE NEEDS;

- MAINTAINED ONGOING AND SYSTEMATIC INFORMATION-SHARING WITH THE STAFF ON CONGRESSIONAL AUTHORIZATION AND APPROPRIATIONS COMMITTEES;

- INITIATED POLICY-RELATED DISCUSSIONS WITH MEMBERS OF THE WHITE HOUSE POLICY STAFF, THE DIRECTOR AND STAFF OF THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION, THE STAFF OF THE ASSISTANT SECRETARY FOR EDUCATION, AND THE COMMISSIONER OF EDUCATION;

- ESTABLISHED AN ADVISORY RELATIONSHIP WITH THE LIFELONG LEARNING PROJECT, THE ENTITLEMENT STUDY UNDERTAKEN BY THE NATIONAL INSTITUTE OF EDUCATION, THE DEVELOPMENT OF THE COMPREHENSIVE FEDERAL POLICY STATEMENT BY THE INTERAGENCY COMMITTEE ON EDUCATION, AND THE HANDBOOK OF STANDARD TERMINOLOGY FOR DESCRIBING THE LEARNING ACTIVITIES OF ADULTS DEVELOPED BY THE NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS AND THE NATIONAL CENTER FOR EDUCATION STATISTICS;

- MAINTAINED REGULAR INFORMATION AND RESEARCH-SHARING CONTACT WITH THE ADMINISTRATORS OF STATE TITLE I PROGRAMS, THE COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAM STAFF OF THE U. S. OFFICE OF EDUCATION, PROFESSORS AND ADMINISTRATORS OF COLLEGIATE-SECTOR CONTINUING EDUCATION AND COMMUNITY SERVICE PROGRAMS, AND WITH PROFESSIONAL ASSOCIATIONS RELATED TO THE FIELD OF POSTSECONDARY EDUCATION.

5 DEVELOPING POLICY COHERENCE

5 DEVELOPING POLICY COHERENCE

THE COUNCIL'S SPECIAL REPORT TO THE PRESIDENT WILL CONTAIN A DETAILED DESCRIPTION OF THE RESULTS OF THESE EFFORTS, THEIR POLICY IMPLICATIONS, AND RECOMMENDATIONS FOR LEGISLATIVE, REGULATORY, AND ADMINISTRATIVE ACTION TO CREATE A MORE COMPREHENSIVE AND EFFECTIVE FEDERAL ROLE IN SUPPORT OF CONTINUING EDUCATION.

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NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION

NACECE

IT IS IN THE NATIONAL INTEREST OF THE UNITED STATES THAT HIGHER EDUCATION RESOURCES BE DEVELOPED AND AUGMENTED TO THE END THAT LIFELONG LEARNING OPPORTUNITIES FOR ALL CITIZENS, REGARDLESS OF PREVIOUS EDUCATION OR TRAINING, BE WIDELY AVAILABLE TO PROMOTE THE CONTINUED VITALITY OF OUR FREE SOCIETY.